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ABSTRACT

This sixth in a series of six teaching modules on employability skills is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

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PROJECT S.P.I.C.E.

SPECIAL PARTNERSHIP IN CAREER EDUCATION

EMPLOYABILITY SKILLS

TEACHING MODULE

AUGUST, 1979

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INTRODUCTION

Project S.P.I.C.E. (Special Partnership In Career Education) was conceived as a means of providing career awareness and exploration information to junior high aged educable mentally handicapped students. Six modules have been developed for the Project S.P.I.C.E. curriculum. These six modules are designed to meet the following elements of the National Standard Career Education Module:

1. Career Awareness
2. Educational Awareness
3. Economic Awareness
4. Beginning Competency
5. Decision Making
6. Employability Skills
7. Self Awareness
8. Attitudes and Appreciations

The six modules are entitled:

1. Self Awareness (Standard 7)
2. Attitudes and Appreciations (Standard 8)
3. Career/Educational Awareness (Standards 1, 2)
4. Decision Making/Beginning Competency (Standards 4, 5)
5. Economic Awareness (Standard 3)
6. Employability Skills (Standard 6)

Each module follows the same format: an overview and an activities section.

The overview includes: Module Objective; Student Performance Objectives; Module Organization; Module Utilization; Assessing Student Activities.

Following the overview are the activities of the module. The directions in the overview inform you of any necessary, additional materials needed for the completion of the module. Also, estimated time spans are included to help you schedule activities.

The modules are not intended to be strict rules for implementing a program, rather they are to be considered guidelines and suggestions. You should feel free to alter, add, or exclude any of the activities included in the modules.

Materials for the Project S.P.I.C.E. Curriculum include:

1. Original materials designed by Project S.P.I.C.E. personnel and teachers.
2. Materials adapted from The Valuing Approach to Career Education, 6-8 Series, published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710.
3. Good Work, Choosing an Occupation, and Personal Finances, three workbooks from the Employability Skills Series published by the Florida Department of Education, Division of Vocational Education, published by the Center for Career Development Services, Florida Department of Education, Knott Building, Tallahassee, Florida 32304.

4. "Project GROW" - Gaining the Realities of Work through Career Education Activities. Published also by the Center for Career Development.
5. Activities adapted from Career Education Services, funded by the Office of Career Education, U. S. Office of Education, prepared by Health Education Research, Inc., 875 North Michigan Avenue, Suite 1850, Chicago, Illinois, 60611.
6. Commercially produced materials, Entering The World of Work, McKnight Publishing Company, Bloomington, Illinois, 61701; Don't Get Fired!: 13 Ways To Hold Your Job and Janus Job Planner, Janus Book Publisher. 3541 Investment Blvd., Suite 5, Hayward, California, 94545; People of the Forest: A Study in Human Values published by the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614; P.I.E.S. (Picture Interest Exploration Survey) published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710; Career Insight and Self Awareness Games, published by Houghton Mifflin Company, Boston, Massachusetts; Real World, a newspaper published by King Features Syndicate, Inc., 235 East 45th Street, New York, New York, 10017.

The career awareness and exploration program you establish for your students must meet their needs just as Project S.P.I.C.E. met the needs of our students. Remember, Project S.P.I.C.E. is not a curriculum to be introduced in place of

an existing program but should be viewed as a method for infusing career awareness and exploration activities into the on-going curriculum.

Welcome to Project S.P.I.C.E. We hope you find it as exciting and successful as we have.

OVERVIEW

MODULE OBJECTIVE

The student will develop characteristics and skills which contribute to career success.

STUDENT PERFORMANCE OBJECTIVES

The students will:

1. List four things that could happen if they are absent from work.
2. State what to do if they are absent from or late to work.
3. State what to do if they make a mistake on the job.
4. List four things that may happen to someone who steals goods from work.
5. Record phone messages.
6. List three things to do if they find a safety hazard at work.

MODULE ORGANIZATION

This module will increase student awareness of good work habits relating to school and future occupations.

Unit I: Students become aware of the importance of regular attendance and punctuality to success in school and on the job. The consequences of being late and/or absent,

from school or work, will be emphasized.

Unit II: Students will learn the fundamentals of effective job performance including:

1. Where to seek assistance and what to do if mistakes are made.
2. The importance of honesty and good manners in establishing effective relations with co-workers and employers.
3. Recording phone messages quickly and accurately.
4. Appropriate and conservative use of company equipment and methods for handling safety hazards at work.

The unit must be associated with the use of community career consultants, peer interaction and parents. Students must be able to relate these work habits to present and future activities. By using all delivery components, students will be observing good work habits on the job and will become aware of the importance of their performance on the company's earnings.

MODULE UTILIZATION

Ten activity pages are contained within this module. Some additional planning and preparation is required for the following activities:

Unit I: All subjects, Activity Two: Employee rating scales.

All subjects, Activity Three: Community Career Consultants.

Social Studies, Activity Three: On-site visit to observe court procedure.

Unit II: Language Arts, Activity Four: Bell System Aids.

Math/Science, Activity One: Career Consultant in restaurant management.

This module is designed to be used over an extended period of time. The activities may be utilized in any sequence; however, the beginning activity should be the Employment Rating scale. The rating scale may be used periodically throughout the unit and a progress chart of work habits should be implemented as an on-going activity.

ASSESSING STUDENT ACHIEVEMENT

Student achievement can be assessed in two ways: A. evaluating the quality of each student's participation in the module and B. administering the test at the end of the module.

A. Students participate in a variety of learning activities which are intended to help students achieve one or more of the objectives. Performance criteria can be established and used to evaluate student achievement based upon student participation in the learning activities.

B. Student attainment of the objective for this module can be measured by administering the Work Habits instrument which is comprised of multiple choice statements. (See page ES-12)

The students will also write a phone message which can be scored using the checklist found at the end of this module. (See page ES-11)

LEARNING ACTIVITIES

Unit I

Making Time Count

Student Performance Objective: The students will be able to:

1. List four things that could happen when they are absent from or late to work frequently.
2. State what to do when absent from or late to work.

Subject Area(s) - All Subjects

Activity One - Attendance and Your Grade

Introduce a plan of learner outcomes or assignments to be achieved by the students during the grading period (specifically written in conjunction with the exceptional students IEP). Include the system of grading that will be utilized and the criteria necessary for achievement.

One category that should be addressed is the development of good work habits. The work habit of good attendance is necessary to all students. Specifically include grades or points that will be given or taken away for promptness/tardiness and presence/absence.

Activity Two - Rating Scales

Employers rate or evaluate their employee's job performance. This concept should be discussed with students. During an on-site visit or class visit by a consultant, discuss the work habits that are necessary on the job in order to maintain employment. Prior to the visit talk with the consultant about sharing the employee rating scale or evaluation form used by the place of business. The consultant should discuss the items on the evaluation form, reason for evaluating employees, how often an employee is evaluated, and the value of an honest evaluation.

Discuss the similarities between the report card students receive in school and the employee rating scale or evaluation form they will receive on the job.

After viewing several employee rating scales and discussing the importance of good work habits, particularly attendance, students can begin to assess themselves on their potential for maintaining employment.

Activity Three - The Time Clock

Introduce this activity by reviewing the discussion with community career consultants concerning the necessity of being on the job every day. Also review the concept of utilizing a time sheet or time card to record actual time on the job.

To develop an awareness of the work habit of being prompt and in attendance daily, distribute time cards or sheets to all students. Assign them the responsibility of recording the date, time arriving in class and time leaving class. Discuss the time card in relation to Activity I in this unit.

Unit I

Making Time Count

Subject Area(s) - Language Arts

Activity One - Being On Time/Absenteeism

(A) Introduce this activity by telling students that they are going to learn about some things that can happen if they are frequently absent or late for work. Have the students read pages 7-10 from Don't Get Fired! published by Janus Book Publishers, 3541 Investment Blvd., Suite 5, Hayward, California 94545. Contained in these pages is a story of a young man having difficulty understanding the importance of being punctual. The story points out what might happen to Sam if he does not develop good work habits. One activity page is included.

(B) Have the students read pages 15-18, Don't Get Fired! Contained in these pages is a story of a young man having difficulty following a schedule telling him what days he will work. The story aids students in understanding the reasons for following the schedule and the consequences for not following the schedule. One activity page is included.

(C) Students have learned two alternatives for employers to utilize when workers are not punctual and on the job every day. Other alternatives may be available to the employer. Have the students read pages 10-15 from Good Work, Employability Skills Series available from the State of Florida, Department of Education, Division of Vocational Education, Tallahassee, Florida. Contained in these pages are six steps employers take when an employee is absent or late for work as well as explanations concerning what should be done when employees can't get to work. Two activity pages are included. Discuss the consequences of being late or absent from school or work.

Activity Two - Call if You Can't Come to Work

Introduce this activity by explaining the importance of students calling school or work when they are going to be absent or late. (Discuss the reasons for parents calling or sending a note to school and the student calling the supervisor on the job.) Emphasize the need for the student to assume the responsibility of having the parent call or write a note for school absences. This will assist students in developing the work habit of being accountable for their time.

Have students read pages 11-14, Don't Get Fired! Contained in these pages is a story of a young lady who did not call her boss when she could not come to work. The story emphasizes the effect the young woman's irresponsible work habit had on her job future. One activity page is included.

To avoid being irresponsible, students should understand why they should call when they are unable to go to work or to school. Have the students read page 17-19 from Good Work. Contained in these pages are two steps to be taken by employees when they are going to be absent from or late to work. One activity page is included.

Activity Three - Making the Call

Simulate a work situation where every student is employed. Students are given the opportunity to call the employer and explain why they are going to be late or absent from work. Discuss with the class not only how the situation could be avoided but also the correct way in which to converse by telephone.

Unit I

Making Time Count

Subject Area(s) - Math

Activity One - How Much Time?

(A) Introduce this activity by reviewing student time sheets explained in Unit I Activity Three for All Subjects. Explain that students must now begin totalling the number of hours they have attended your class for the week. Assign students the task of completing time sheets with a total of hours at the end of every week.

Discuss the relationship between this activity and the duties of a payroll clerk in the world of work.

(B) Introduce activity sheet, "How Much Time?" (See page ES1) Explain to students that they will be working with several people's time cards. They must determine how many hours each person worked that day. Assign students the task of completing the activity page.

Activity Two - Time Is Money For You

Students are now familiar with the reasons for attendance and promptness in order to maintain employment. Introduce the reason attendance and promptness is important to students in terms of their paychecks. Community Career Consultants have discussed the hourly wage concept with the students. Present activity sheet, "How Much Did You Earn?" (See pages ES-2/3/4) Assign students the task of completing the activity sheet.

Three examples of this activity sheet are included. You may choose the one most appropriate for the ability level of the students in your class or make-up one of your own.

Activity Three - Time Is Money For The Employer

Students have learned that time on the job affects their weekly pay. Students must now become familiar with how their time on the job affects their employer's profit. Arrange for several community career consultants to visit your class to discuss the reason for having employees, how the employee's work affects the earnings of the company and how the earnings

of the company affects the earnings of the workers. Talk with the consultants prior to their visit and ask them to prepare simple mathematical problems for the students to work on during their presentation.

Following a consultant's visit present the activity sheet, "You Lose". (See page ES-5) Review information learned from the consultant concerning the profit structure of a business. Assign students to complete the activity sheet. Follow the activity sheet with a discussion of the students' answers.

Unit I

Making Time Count

Subject Area(s) - Social Studies

Activity One - Use Your Employer's Time Fairly

Introduce this activity to students by explaining that they are going to learn which work habits to avoid while on the job. Have the students read pages 64-65, 82, 94, 246-247 of Entering the World of Work, published by McKnight Publishing Company, P. O. Box 2854, Bloomington, IL 61701. These pages discuss ways to use time wisely on the job. Discuss how using time wisely in the classroom can affect learning.

Activity Two - Your Government Leader's Time Affects You

Introduce this activity while studying the legislative branch of our Federal government. Discuss the implications of a member of Congress being late or absent for a vote on a proposed law. Also, discuss how their attendance records for voting sessions could affect their re-election.

Activity Three

After studying the judicial branch of the government, arrange for your class to visit a municipal courtroom to observe court procedures. Following the visit, discuss the various occupations necessary in the courtroom. Also discuss the effect of worker attendance and promptness in court proceedings.

Unit II

Work Habits

Student Performance Objective: The students will be able to:

1. State what they should do if they make a mistake on the job.
2. List four things that may happen to someone who steals goods from work.
3. Record phone messages.
4. List three things to do if they find a safety hazard at work.

Subject Area(s) - Language Arts

Activity One - What Do You Do?

Introduce this activity to students by discussing ways in which they correct mistakes in the classroom. You may cover such situations as mistakes on homework, classroom assignments, or tests, and misuse or damage of equipment. List the situation and the way in which the mistake was corrected on the chalkboard.

To generalize this concept of correcting mistakes made at school to the job situation, role play a work situation in which one of the workers makes a mistake on the job. Discuss how that worker handled the mistake and other ways in which it could be treated.

Activity Two - Following Directions to Avoid Mistakes

(A) Often mistakes are made in school and on the job because individuals do not follow directions. Introduce this activity to students by discussing the importance of following directions. Present the student activity sheet, "Can You Follow Directions?" (see page ES-6). Explain that this will be a timed test of their ability to follow written directions. Tell the students to read everything carefully before beginning the task.

At the end of the five minute period discuss the one mistake many of them probably have made - not reading all directions carefully before beginning the task.

(B) This activity is designed to help students improve their ability to follow written and oral directions to avoid making mistakes. Begin the activity by discussing seven rules for listening to spoken instructions. (See page ES-7) Write these rules on chart paper and display them in the room for review.

Have students complete a simple task of following oral directions. Students should participate in several exercises of this nature with each set of oral instructions involving more tasks to be completed. Discuss the completed task, explaining how mistakes were made and how these mistakes could be avoided by following the seven rules.

Repeat the activity with students completing tasks by following written instructions. Six rules for following written instructions are included on page ES-8.

Activity Three - If I Make A Mistake On The Job

Students know that no one is perfect, mistakes are made. They are familiar with correcting mistakes in class by either erasing or telling the teacher. Introduce this activity by discussing what students should do if they make a mistake on the job. Three ways of handling the situation should be learned:

1. Report mistakes to your supervisor.
2. Correct your mistakes as best you can.
3. Avoid making the same mistakes again by taking positive action.

In discussing these rules, students should begin to understand that mistakes are made and that they should not try to make excuses or blame someone else. They should find out what they did wrong and learn to do the job correctly.

For review present the activity page, "Correcting the Mistake." (See page ES-9) Upon completion of the page, discuss appropriate answers with students.

Activity Four - Answering the Phone

(A) Taking a phone message is an extension of following oral directions. Discuss this concept with the students. Explain that on many jobs, and within the family setting, recording phone messages accurately is very important.

Discuss the information that should be recorded when taking a phone message. Students should know to include: 1) Who the message is for; 2) Date and time message was taken; 3) Name of person calling; 4) Name of business office of caller; 5) Phone number of caller; 6) The message and; 7) The name of the person taking the message. See pages ES-10/11 for sample phone message forms.

Simulate a job situation. Have students practice answering the phone and recording phone messages. During this role simulation students should also be learning appropriate telephone manners.

(B) Contact your local Bell Telephone Company for information on obtaining the Bell System Aids, especially the Business Phone Trainer. This classroom aid will assist students in learning the basic concepts of business telephone techniques. Through the use of the Teletrainer, role simulations become more realistic.

Unit II

Work Habits

Subject Area(s) - Social Studies/Science

Activity One - Above All, Be Honest

(A) Introduce this activity to students by telling them they are going to be learning a very important work habit. Many work habits can be improved on the job, but honesty must always be observed. Assign students to read pages 57-60 in Don't Get Fired!, (See ordering information Unit I Activity I). Discuss what Tony should do and what they would do if they were Carmen. List on the chalkboard the consequences of being dishonest on the job.

(B) Assign students to bring in news articles of examples of workers being honest on the job. Also, include articles of workers being dishonest on the job. Discuss the consequences of each.

Activity Two - Safety on the Job

This activity can be introduced by explaining the importance of safety rules for work and school. Lessons should be taught on safety. Safety rules taught should include in-school, in-the-home and on-the-job situations. Lessons should include information concerning: 1) safe use of hand tools and equipment, 2) safe use of electrical tools and equipment, 3) recognition and safe use of toxic materials, 4) cleaning and storing tools, equipment and toxic materials, 5) performance of basic first aid methods, 6) identification of safety precaution signs, 7) use of safety clothing and equipment.

Unit II

Work Habits

Subject Area(s) - Math/Science

Activity One - Your Mistakes Cost Time and Money

(A) Introduce this activity through role simulation of a restaurant setting. Prior to the simulation, students should plan the menu to be offered at the restaurant, how many people will probably be served, how much food to buy for preparation, how much to charge for each item, the salaries for employees and so on. Utilize a career consultant in restaurant management to assist students in making realistic decisions to operate the restaurant. As students become involved in planning an enterprise they begin to realize some of the actual expenses involved in operating a business.

(B) With the restaurant planned, students should randomly select a role to play in the establishment. Have roles printed on 3 x 5 cards for student selection. They should include: owner, manager, hostess/host, cooks, dishwasher, bus persons, waiter/waitress, and so on. Also, have several problems written on each card such as:

1. Owner - has set the employees wages too high.
2. Manager - has not ordered enough hamburger meat.
3. Hostess/Host - does not seat customers equally among waitress/waiter tables.
4. Cooks - burn or waste food to be served.
5. Dishwashers - break 10 plates.
6. Bus persons - spill several trays of dirty dishes.
7. Waiter/waitress - undercharges 15 customers.

At the completion of the role simulation, assign monetary values to the mistakes made by each person. Have students calculate how much money was lost by the restaurant because of mistakes. Discuss with students other situations in which mistakes on the job means a loss of either time or money.

Activity Two - Taking An Order By Phone

In many job situations, customers call for information on prices or to place orders to be picked up or delivered. Introduce this activity by having several catalogues for students to use. Simulate a phone call in which you ask the student to give you the total price for several items.

Continue with the simulation by having students take orders and complete the total bill for the customer. Have students

check one another's orders to be certain they are correct. Discuss mistakes, the consequences of the mistakes and how they can be avoided.

Activity Three - Math Calculation on Safety

(A) Introduce this activity to students by discussing how mistakes in math calculation can cause an unsafe condition at home, in school or on the job. Assign students the problem of calculating how wide a doorway should be in order to allow a person in a wheel chair to roll in or out. Discuss the implications for safety and easy access to buildings and rooms for persons in wheelchairs.

(B) Assign students the task of calculating how much wire is needed to replace a worn or damaged cord on an electric drill. Discuss the implications for safety on a mistake in the calculation.

EMPLOYABILITY SKILLS

STUDENT RESOURCE MATERIALS

Unit I

Math

Activity One B

"HOW MUCH TIME?" Worksheet

1

May 14	3:00
	7:00
	7:30
	11:30
May 15	3:00
	7:00
	7:30
	11:30
May 16	3:00
	7:00
	7:30
	11:30
May 17	3:00
	7:00
	7:30
	11:30
May 18	3:00
	7:00
	7:30
	11:30

2

Feb. 5	
	1:00
	5:00
Feb. 6	7:45
	12:00
	1:00
	5:15
Feb. 7	7:50
	12:00
	1:00
Feb. 8	7:49
	12:00
	1:00
	5:01
Feb. 9	

3

Dec. 2	9:45
	12:30
	1:00
	6:30
Dec. 3	8:30
	12:30
	1:00
	5:30
Dec. 4	
Dec. 5	8:45
	12:30
	1:00
	5:45
Dec. 6	9:15
	12:30
	1:00
	6:00

How many hours did each employee work?

Employee 1 worked_____ hours.

Employee 2 worked_____ hours.

Employee 3 worked_____ hours.

Unit I

Math

Activity Two

"HOW MUCH DID YOU EARN?" Worksheet

You work for the Holly Hill Pet Store. You make $2.95 for each hour you work. Work the following problems to find out how much you make each day.

Monday you work 5 hours

$2.95
x 5
$.

Tuesday you work 3 hours

$2.95
x 3
$.

Wednesday you work 6 hours

$2.95
x 6
$.

Thursday you work 4 hours

$2.95
x 4
$.

Friday you work 7 hours

$2.95
x 7
$.

How much money did you earn for the week? $.

Unit I

Math

Activity Two

"How Much Did You Earn?" Worksheet

(1) Mary is employed as a cashier in the supermarket. She begins work at 8:00 a.m. and leaves work at 4:30 p.m. Mary can take 30 minutes for lunch. How many hours does Mary work each day?_____
Mary earns $3.10 an hour. How much money does Mary earn each day?_____

(2) Fernando works as a gardener everyday after school and all day on Saturday. He works 1 hour and 30 minutes each school day and 7 hours and 30 minutes on Saturday. How many hours does Fernando work each week?
_____

(3) Fernando earns $52.50 each week. How much does he earn each hour he works? _____

(4) Nelson is a carpenter's helper. He must work 40 hours each week. Nelson is paid $3.20 an hour. How much does he earn each week? _____

Unit I

Math

Activity Two

"HOW MUCH DID YOU EARN?" Worksheet

Benita is a Nurse's Aide. Benita should work 8 hours each day. She reports to work at 7:00 a.m. and leaves work at 3:30 p.m. Her supervisor allows 30 minutes for lunch and a 10 minute break in the morning and another 10 minute break in the afternoon.

On Monday, Benita reports to work at 7:15 a.m. During the morning break she began reading the newpaper and did not return to her work station until 20 minutes after the break was over!

Benita left the hospital for lunch at 11:30 a.m. She knew she had only 30 minutes to go to the store to buy a birthday present. Benita could not find the item she wanted. When she returned to work it was 12:15 p.m.

Because Benita had missed lunch she decided to leave work at 3:20 p.m.

How many hours did Benita work today?_____

She earns $4.50 an hour. How much money did Benita earn today?_____

Unit I

Math

Activity Three

"YOU LOSE" Worksheet

Please read each problem and find the answer.

(1) You are employed as a lawn care worker. On Tuesdays you mow grass at five homes. The fee for each home is:

home 1	$5.00
home 2	3.50
home 3	7.00
home 4	4.75
home 5	6.25

How much money did your employer earn from your job on Tuesday?_____

(2) How much does your employer earn from your job in the month of April?_____

(3) The Champs Dairy Farm has a herd of 150 cows. Each cow gives 5 quarts of milk. Each quart sells for 40¢. You must milk 25 cows every day. How much money did you help Champs Dairy Farm earn in one day?_____

(4) You work 6 days a week. How much did you help Champs Dairy Farm earn in one week?_____

(5) There are 4 weeks in the month of June. How much did you help the Dairy Farm earn in June?_____

(6) Angelo's Bakery employs five bakers. Each baker can make 60 pies in one hour. They work eight hours a day. Each pie sells for $1.95. How much does one baker help Angelo's Bakery earn from pies in one day?_____ How much does the bakery earn in one day from the sale of pies?_____

(7) One baker at Angelo's Bakery missed two hours of work on Wednesday. How much did his absence cost the bakery?

_____

Unit II

Language Arts

Activity Two

CAN YOU FOLLOW DIRECTIONS?

(This is a timed test -- you have five minutes only.)

1. Read everything carefully before you do anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "NAME" in sentence two.
4. Draw five small squares in the upper left hand corner.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After the title, write "YES, YES, YES."
9. Put a circle completely around sentence number seven.
10. Put an "X" in the lower left hand corner of the paper.
11. Draw a triangle around the "X" you just put down.
12. On the back of this paper, multiply 703 by 66.
13. Draw a rectangle around the word "five" in sentence four.
14. Loudly call out your first name when you get this far.
15. If you think you have followed directions carefully to this point, call out "I HAVE IT".
16. On the reverse side of this paper, add 8950 and 9805.
17. Put a circle around your answer.
18. In your normal speaking voice, count from ten to one backwards.
19. Punch three small holes in the top of this paper with your pencil.
20. If you are the first person to reach this point, CALL OUT, "I AM THE FIRST PERSON TO THIS POINT, AND I AM THE LEADER IN FOLLOWING DIRECTIONS".
21. Underline all even numbers on the left side of this page.
22. Put a square around each written-out number on this page.
23. Call out, "I AM NEARLY FINISHED: I HAVE FOLLOWED DIRECTIONS".
24. Now that you have finished reading everything carefully, do only sentences one and two.

Unit II

Language Arts

Activity Two

I Can Follow Spoken Instructions If I . . .

1. Listen carefully. Give your full attention to the instructions. Don't be doing something else or thinking about other things.

2. Listen for the main points. Instructions are not always given in a clear way. If you're not sure what you are supposed to do, ask. Find out what's expected of you before you begin.

3. Listen for the order of the directions. Often the order in which you do things can make a big difference; so pay attention to words such as first, second, then, next, etc.

4. Take notes. Sometimes your teacher may give you so many instructions at once that it's impossible to remember them all without making notes.

5. Think ahead. Plan your time wisely in order to finish the task. Make certain you have all materials necessary to complete the task.

6. Repeat the Instructions to the person giving them to be sure that you understand them correctly. This is especially important with names and numbers.

7. Find out your deadline for completing the task.

Unit II

Language Arts

Activity Two

I Can Follow Written Instruction If I . . .

1. Read through all of the instructions before I begin.
2. Make sure the directions are in the right order. I need to know what to do first, second, third, and so on.
3. Read carefully.
4. Ask when I don't understand something.
5. Check back to the directions frequently as I work.
6. Read through the directions one more time to be sure I haven't left anything out after I've finished a task.

Unit II

Language Arts

Activity Three

Correcting the Mistake

Read each problem. Then underline the best answer.

1. Kim is a salesclerk at Mary's Dress Shop. She forgot to put the belt for a dress in the bag for a customer. The customer pointed out the mistake. Kim should:
   a. apologize and thank the customer, then correct the mistake.
   b. say, "Oh, I knew I forgot the belt."
   c. smile and say nothing.
   d. say, "You see everything! You sure did pay attention to what I was doing."

2. Mark loads delivery trucks at Ching's Furniture Store. Yesterday, he switched the loads of three trucks so that the furniture did not match the driver's delivery instructions. Mark's supervisor is blaming the drivers for the mistake, even though Mark loaded the trucks. Mark should:
   a. agree with his supervisor that it was the driver's fault.
   b. keep quiet about his mistake and apologize to the drivers in private.
   c. tell the supervisor how the mistake was made and apologize to the drivers for the trouble he caused.
   d. take no action since admitting his mistake will just mean more trouble.

3. Rita works as a cashier in a drug store. She rang up the bill for a customer incorrectly, and said, "Oh, I'm sorry. I've overcharged you. Let me correct my mistake." Rita did this to four different customers within a half hour. She should:
   a. feel good about catching her mistakes.
   b. say, "See, this cash register is just awful! It can't even add two simple numbers together."
   c. ask her supervisor to have the cash register fixed, even though none of the other salespeople have had any trouble with it.
   d. learn how to operate the register properly.

Unit II

Language Arts

Activity 4

Sample Phone Message Form

To_____

Date_____ Time_____ a.m. p.m.

WHILE YOU WERE OUT

M_____

of_____

Phone_____

Message_____

_____

_____

_____

Operator_____

Student's Name _____

To _____

Date _____ Time _____

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

PHONE MESSAGE CHECKLIST

Scoring instructions - Put a check by each element of the phone message contained in the student's written message. Total the number of checks received.

_____1. Name of person called
_____2. Date and time of call
_____3. Caller's name
_____4. Caller's organization
_____5. Caller's number
_____6. Reason for call
_____7. Name of person taking call

_____ Total checks received

WORK HABITS

1) Underline four things that could happen to you if you are absent from work.
   (a) Be Fired
   (b) Get a low employee rating
   (c) Miss a promotion or raise
   (d) Be arrested
   (e) Be sued
   (f) Be warned by your supervisor
   (g) Be called at home.

2) Underline three things that you should do if you will be absent or late for work.
   (a) Write a letter to your boss
   (b) Get a note from your spouse or a friend
   (c) Call your boss
   (d) Explain briefly your problem
   (e) Say when you will be at work

3) Underline three things that you should do if you make a mistake on the job.
   (a) Report big mistakes to your supervisor
   (b) Hide little mistakes
   (c) Ignore it, everybody makes mistakes
   (d) Correct the mistake as best you can
   (e) Try to blame it on someone else
   (f) Avoid making the same mistake

4) Underline four things that could happen to someone who steals from work.
   (a) Be arrested
   (b) Blame it on another worker
   (c) Be fired
   (d) Go to jail
   (e) Talk your way out of it
   (f) Say that you were borrowing it
   (g) Get a second chance, but not be trusted
   (h) Never get caught

5) Underline three things that you should do if you find an unsafe condition at work.
   (a) Wait for the safety officer to act
   (b) Put a suggestion in the suggestion box
   (c) Try to correct the unsafe condition
   (d) Warn others of the condition
   (e) Wait and see if the supervisor catches it
   (f) Check back to see if the violation has been corrected